R E P O R T R E S U M E S

ED 017 389 RC 002 398

PROGRAMS FOR BILINGUAL STUDENTS OF UTAH.

BY- HOWE, ELLIOT C.

PUB DATE 10 NOV 67

EDRS PRICE MF-$0.25 HC-$0.24 4P.

DESCRIPTORS- *AMERICAN INDIANS, ART, *BILINGUAL STUDENTS, CLASS SIZE, CURRICULUM, *ENGLISH (SECOND LANGUAGE), *EDUCATIONAL PROGRAMS, FOSTER FAMILY, MUSIC, *SPANISH SPEAKING, TEACHER SHORTAGE, TEACHER AIDES, NAVAHO, UTAH STATE BOARD OF EDUC., UTE,

DUE TO A SHORTAGE OF QUALIFIED TEACHERS FOR BILINGUAL STUDENTS, SEVERAL APPROACHES ARE NOW BEING UTILIZED TO UP-GRADE THE STUDENTS' EDUCATION. THESE INCLUDE--(1) TEACHING ACCELERATED SPANISH COURSES TO NATIVE SPEAKERS OF THE LANGUAGE, (2) USING TEACHER AIDES IN TEACHING ENGLISH AS A SECOND LANGUAGE, (3) HAVING MORMON FAMILIES TAKE INDIAN CHILDREN INTO THEIR FAMILIES DURING THE SCHOOL YEAR, TO ATTEND SCHOOL WITH THE CHILDREN OF THEIR TEMPORARY FOSTER PARENTS, (4) REDUCING CLASS SIZES AND HAVING A SMALLER RATIO OF BILINGUAL STUDENTS TO ENGLISH SPEAKING STUDENTS, (5) PROVIDING ARTS AND CRAFTS CLASSES FOR NAVAJO CHILDREN TO EXPLOIT THEIR NATIVE ABILITIES, AND (6) BROADENING ALL AREAS OF CURRICULUM TO OFFER A GREATER VARIETY OF PROGRAMS FOR THE BILINGUAL STUDENT. THIS REPORT WAS PRESENTED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (WN)

Programs for Bilingual Students of Utah

ELLIOT C. HOWE
Specialist in Foreign Language Education
Utah State Board of Education

Compared to other states, Utah does not have a large number of bilingual students enrolled in the public schools. The 1966[1] report indicates a total of 13,193 bilingual children; divided into subtotals there were 8,849 Spanish students, 2,798 Indian students, and 1,546 Asiatics. Utah could not be pointed out as a shining example of what should be done for bilingual students, but there has been substantial effort extended in behalf of these children through public and private organizations. Funds from Title I of ESEA are helping to improve the picture in recent months.

Several schools in Utah have made preparations to teach Spanish to native speakers of this language. Mrs. Rosa Mae Evans of West High School, Salt Lake City, reports that one of her classes will consist of Spanish speaking students that have demonstrated a basic desire to learn as reflected in their attitudes and study habits in school. She has contacted the El Paso Schools and has received some materials to assist her with this class. She plans to use the ALM Spanish, Level One and Level Two books for the basic text and to emphasize the speaking phase of the program and not require as much memorization as she does for her regular beginning Spanish classes. She states that the new ALM workbook will be of assistance as well. She will conduct a unit beginning with English dialects and then proceed to dialects in the Spanish language. This approach will be used to enable the student to become aware of different dialects of Spanish and to encourage them to improve their use of the language. Supplementary readers have been chosen to help the students improve their reading skills and enjoy and appreciate the culture which in part they represent. Mrs. Evans hopes to accomplish two years work in one with these students; it is anticipated that they will then be able to study with the third or fourth year students who are learning Spanish as a second language.

Mr. Lloyd McDaniels of Kearns Junior High School will teach Spanish to a group of 9th grade native speakers of this language. His procedure will be similar to the techniques described by Mrs. Evans.

Innovative approaches to the teaching of Spanish to native speakers and non-native speakers have been planned by Mr. Harold Olmstead of Davis High School and Mrs. Beulah Heath of Price Junior High School. Mr. Olmstead is preparing a group to study World History in Spanish and Mrs. Heath wants to teach world geography in Spanish. Mr. Olmstead is taking two years to prepare this group for this class, while Mrs. Heath hopes to begin her project in the fall of 1967. A large school district in Utah has submitted a Title III project to teach English as a second language on television beginning October 1967.

Many of the projects and programs approved in Title I of ESEA have brought direct benefits to bilingual children in Utah, such as programs to improve reading or to improve language arts skills, but there has not been a program designed with a special emphasis to

ED017389

RC 002398

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

teach English as a second languge. Without going to the heart of the problem — the acquisition of English as a second language — can these programs give the children that which they need most of all in order to function in the school and community?

San Juan County School District in the southeastern section of Utah has been operating an ESEA Title I project for the "Enrichment of Learning Opportunities for Educationally Deprived Children in Language Arts, Health, and Hygiene, Vocational Training and Fine Arts." This district should be commended for its accomplishments and for its efforts. The administration has employed twelve additional teachers—although not one is trained to teach English as a second language; they have engaged reading specialists to help the San Juan teachers become more skillful in teaching this subject; they have introduced homemaking classes for older Navajo girls in the elementary school; they have introduced arts and crafts classes so that Navajo children can exploit their native abilities; they have provided industrial arts classes for boys, they have provided special instructors for Navajo children taking band and music; and they have provided an activity bus so that Navajo children can participate in after school sports and student activities. The school administrators point with justifiable pride to the fact that more Navajo students are staying in school and more of them are taking part in school functions, but they also point out the fact that they need to do more to help these children meet their basic need — the acquisition of English. These children need to learn English so that they can more adequately function in the subject areas of the curriculum.

The San Juan School District officials have learned a great deal through their experiences and are on the verge of a breakthrough in the problems related to the education of Navajo children. There are approximately 1,500 Navajo children in this district, but only about 370 are enrolled in the San Juan schools. There are an additional sixty Ute Indians enrolled in the San Juan schools. There are private and government schools in the county which enroll Indian students as well.

During the summer of 1967, approximatey 300 Indian children in nineteen groups will be enrolled in classes in the San Juan School District Project Head Start. Not one of the teachers leading these groups has had professional training in teaching English as a second language, but some of the teaching aides can. The elementary Supervisor reports that the district has not been able to employ qualified teachers of English as a second language. She pointed out that it is very difficult for high school aged Navajo students to develop real facility in English and that the elementary school was by far the best place to begin this instruction. She states that a ratio of about five Indian students to fifteen Anglo students was optimal for helping the Indian students acquire the behavior patterns of the whites. When there are more Indian students than five to fifteen per class, the Indians mingle with one another and do not relate well to the other children.

Two districts, Uintah and Duchesne, have also initiated special programs for Indian students. Duchesne County School District helped organize a project headstart program which was held during the summer of 1966. The Ute Tribal Council is now the sponsoring agent for the

headstart programs which are functioning on a school-year basis in both Uintah and Duchesne Counties. The number of children participating in headstart will be increased for the school year of 1967-1968.

The Duchesne County School District and the Uintah County School District are presently operating Title I projects which are designed to improve classroom performance in reading and in other school areas and to improve the child's self-image. Instructional assistance has been provided in English language arts, reading and mathematics and cultural enrichment. In addition the class size has been reduced and teacher aides have been provided. The Duchesne School District has been able to take the children out of the regular class to give them special assistance, but the Uintah School District has not been able to do this because of the lack of space. In the Duchesne School District the Ute Indians are in a minority; there were 125 enrolled in 1965-66. These children, because they mingle with the white children, learn English because they use it. There were 470 Ute Indians enrolled in the Uintah School District in 1965-66.

At Union High School in Roosevelt, Utah, which is operated jointly by the Uintah and Duchesne School Districts, two significant things have been done recently to assist the Ute students with their schooling. A prominent member of the Ute tribe, Mrs. Juanita Grows, who is bilingual and very capable, has been employed as a teaching assistant. In addition an adaptive education class has been organized for the purpose of assisting the students with severe academic retardation. Several recommendations have been made by specialists of the State School Office for continued improvement of the program. Among these recommendations was the suggestion that English be taught as a second language.

At Union High School the Ute Indian students do not engage in many school activities with the exception of athletics; a few of the boys take part in football and basketball. District authorities did not have an explanation for the lack of participation of Indian students at this school.

In the three county school districts in Utah which enroll substantial numbers of Indian students, there are comparable circumstances involved in the educational programs being offered:

1. There are no bilingual teachers working with the Indian students. There are, however, bilingual teacher aides available in a few of the classrooms.
2. To date, these districts have been unable to find teachers who are qualified to teach English as a second language.
3. These school districts have not been able to engage the services of a qualified person to conduct in-service training in this subject. There are two and probably three large universities in Utah which have professors qualified to train teachers in English as a second language, but because of such factors as time and load, their services are not readily available.
4. There is evidence that administrators and teachers are working to improve the educational programs being offered Indian students and all other students of the districts.

A creative and wholesome program for the benefit of Indian students is being conducted by the Latter-Day Saints Church. Mormon families take an Indian child into their homes during the school year and these children attend the public schools with their foster brothers and sisters. The same Indian student often returns to the same foster parents up to ten years. They may enter the program at age eight and continue through high school. The program seems to be successful in helping these children acquire substantial skill in adjusting to a modern society. Last year there were 1,569 Indian children in foster homes in Utah, Arizona, Idaho and Canada. Some of the students who have had this opportunity have gone on for master's and doctor's degrees in universities all over the United States.

Programs designed to help bilingual children reach the level of their potential are worth the money and ingenuity being invested. One of the objectives of the Utah State Board of Education expresses the fact that public education shall be devoted to educating *all* of the children of *all* of the people.

Utah Annual Statistical Report, 1965-66, Utah State Board of Education Division of Finance and Publications — 1966, p. 25
Finanace and Publications — 1966. p. 25